

Speedwell Infant School
PSHE/PSED and
Relationships and Health Education Policy
November 2023



Introduction

This policy has been developed in consultation with the Speedwell Infant School community, and is aligned to the Department for Education (DfE) Statutory Guidance for Schools for Relationships and Health Education, which can be found at this link: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Speedwell Infant School recognises the importance of teaching age appropriate relationships and health education aligned to the wider PSHE (personal, social, health and economic) education at Key Stage 1 and PSED (personal, social and emotional development) in the Early Years.

For children in the Early Years the Derbyshire County Council Early Years section of the PHSE Matters programme and DfE Development Matters document are used to plan and deliver an age appropriate PSED curriculum.

Development Matters can be found at this link: [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

For children in Key Stage 1 the school follows the Derbyshire County Council PHSE Matters curriculum, which incorporates age appropriate relationships and health education. The information below relates to the PHSE Education for Key Stage 1 children.

Overview – Key Stage 1

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. As an infant school we are not required to teach sex education, but will teach children that some body parts are private and the correct vocabulary to refer to such body parts, and about appropriate relationships. This is built into the PHSE Matters curriculum for Key Stage 1 that we have adopted, in an age appropriate way.

The aim of relationships and health education at Speedwell Infant School is to equip children with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children's mental health and wellbeing, academic achievement and future success. We aim to teach key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support children in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our children.

At Speedwell Infant School we deliver age appropriate relationship and health education as an integrated part of our PSHE education programme. We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships, are more likely to be discerning in their relationships and behaviours and to have fulfilling relationships.

As a school we also recognise the impact of social media, the media generally, and the digital world on our children. We aim to deliver a programme that recognises and addresses this to ensure that children know how to keep themselves and their personal information safe.

Curriculum content at Key Stage 1

PSHE (which includes Relationships and Health Education) is taught weekly through a planned programme of work that follows the Derbyshire County Council PSHE Matters programme. PSHE Matters brings together PSHE

Education, emotional literacy and social skills in a comprehensive scheme of learning. PSHE matters covers a set of 12 themes over a two-year cycle:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including puberty and other aspects of sex education
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help, and homophobic and cyber bullying
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - particularly featuring cyber, gaming and CSE
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

At Speedwell Infant School we cover the 12 themes over a two year cycle as detailed below, aligned to our curriculum topic focus where appropriate.

Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Odd year cycle	Being safe	Being Me	Changes	Growing up	Money Matters	Drug Education
Even year cycle	Being Healthy	Difference and diversity	Exploring emotions	Relationships	Being responsible	Bullying Matters

We also make cross-curricular links between PSHE education and other subjects, integrate these topics into everyday discussion, include them in assemblies as appropriate, and engage in special events, local and national initiatives.

The charts below provide more detail relating to the content of each theme at Key Stage 1:

Being safe	Being Me	Changes	Growing up	Money Matters	Drug Education
<p>Keeping safe Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. Talk about examples of rules and age restrictions that are there to keep them safe. Identifying possible risks/hazards in the home and outside. Explore how to keep safe and reduce risks at home and in their local environment.</p> <p>First aid Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. Demonstrate how to ask for help</p>	<p>Being unique and special Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special.</p> <p>Understanding similarities and difference Recognise how friends can have both similarities and differences. Show some simple ways to respect and celebrate other's differences.</p> <p>Being part of a community Name some groups that they belong to. Talk about how being part of a group makes them feel.</p>	<p>About loss and change Identify examples of loss and change. Begin to recognise that loss and change can affect the way we think, feel and behave. Understand that changes can produce big feelings.</p> <p>Managing loss and change Identify feelings associated with loss and change. Recognise some simple ways to prepare for change/transition. Identifying different things that may help to manage big feelings. Talk about some ways to help others when they are affected by change. Know that it is important to talk to someone if you are worried.</p>	<p>Growing and change Name the main parts of the body including vagina and penis. Recognising the difference between male and female body parts. Understand the human life cycle and that people grow from young to old. Describe ways that people's needs and bodies change as they grow. Talk about some ways to keep clean. Understand that babies grow in the mothers' body and have particular needs when they are born. Recognise what makes them special and unique.</p> <p>Privacy, boundaries and consent Understand that some parts of the body are private.</p>	<p>Economic wellbeing Understand what money is and its different forms. Describe some ways money can be looked after. Recognise that people make different choices about how to spend/save money. Talk about some things we all need and some things we want but don't need.</p> <p>Work, aspirations and careers Know that everyone has different strengths and talents, in and out of school. Name some different jobs that people do.</p>	<p>Knowledge Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not used properly.</p> <p>Managing Risk Explore that medicines come in different forms and are used in different ways. Understand that things that people put into their body or on their skin can affect how they feel. Talk about some simple rules for staying safe around medicines and other household substances/products. Identify people that they can go to if they are ill, worried or to help</p>

including calling 999.		Identify people who can help us if we feel worried/unhappy.	Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.		them/others to stay healthy.
Being Healthy	Difference and diversity	Exploring emotions	Relationships	Being responsible	Bullying Matters
<p>Factors of a healthy lifestyle Explore what 'being healthy' means and why it is important. Understand that food is necessary to keep our bodies healthy. Identify that food choices can vary for families/cultures. Name/describe different physical activities and identify ones they enjoy. Explain how physical activity can help us to stay healthy. Understand that sleep and relaxation are important for growing and keeping healthy. Talk about healthy ways to feel good, calm down or change their mood.</p> <p>Hygiene, health and prevention Demonstrate how to brush teeth. Explain what good dental care is understanding the foods/drinks that support it. Demonstrate simple hygiene routines that stop germs from spreading. Begin to recognise different ways of staying healthy in the sun. Understand what it means to take a break and how this is important for our health.</p>	<p>Similarities and difference Recognise ways they are the same as and different to others. Talk about some ways that they are special. Express their thought and opinions and recognise that others can be different.</p> <p>Respecting others Talk about some ways to treat themselves and others with kindness. Know what it means if something is fair or unfair.</p>	<p>Exploring Emotions Name a range of words to describe feelings. Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave</p> <p>Recognising Emotions Explore how to recognise different feelings. Talk about how we recognise what others might be feeling. Understand that not everyone feels the same about the same things.</p> <p>Managing Emotions Talk about ways to manage big and uncomfortable feelings. Identify who they can ask for help and can demonstrate how to ask for help.</p>	<p>Friendships Explain what makes a good friend/friendship. Talk about some ways to make friends. Explain basic techniques for resisting pressure. Recognise kind and unkind behaviour. Name the special people in their lives. Resolve conflict in simple ways e.g. choosing to share, take turns, etc. Tell someone if you are worried about something in a relationship/family.</p> <p>Families Talk about some ways that their family is the same or different to others. Describe some things they enjoy doing with their family and how it makes them feel.</p>	<p>Rules and responsibilities Understand what a rule is and that we follow rules to help each other. Understands that rules need be fair. Give examples of rules from different situations. Identify simple responsibilities they have. Describe some simple ways to manage waste.</p> <p>Community and care Recognise that people have different needs. Describe some ways to care for people, animals and other living things.</p>	<p>About bullying Explore what is bullying and what is not. Recognise kind and unkind behaviour in themselves and others. Identify that bodies and feelings can be hurt by words and actions. Understand that hurtful behaviour is not acceptable.</p> <p>Strategies and support Explore simple strategies to resolve arguments between friends. Understand how to report bullying and who they can talk to.</p>

The Role of Parents and Carers in PSHE Education

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and health education. We work in active partnership with parents/carers in the development and understanding of relationships and health education. The school will ensure that parents/carers are made aware of the school's approach and rationale for relationships and health education through this policy, and that they are involved in the review of the policy through Parent Governors and wider parental consultation.

Whilst parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of relationship and health education that are taught in the national curriculum through Science or Relationships and Health Education.

If a parent/carer has any worries about the relationship and health education provision at Speedwell Infant School, we will take time to discuss and address such worries they may have to ensure children are able to access the important learning delivered through relationships and health education and the wider PHSE education programme.

Teaching and Leadership of PSHE Educations

The school has a PSHE Lead who oversees the delivery of the teaching and learning of PSHE, including relationships and health education, and who ensures the policy is reviewed and kept up to date as needed. Teachers will plan and deliver the appropriate curriculum content for their classes, supported by Teaching Assistants in school. Teachers have access to the full PSHE Matters programme which provides comprehensive guidance on the delivery of the content and links to further support and information. In addition, both the PSHE Lead and teachers access training as needed to support the delivery of the programme.

Monitoring, evaluation and review of the policy

The school PSHE Lead will keep oversight of the policy and ensure that the appropriate content is being taught throughout the year. The PSHE Lead will liaise with teachers and teaching assistants around any training or support needs for the effective delivery of the programme, and will review the programme as needed and in line with any updated or new legislation or guidance. The Governing Body of the school will have strategic oversight of the policy, including approving the policy at review or renewal points. The policy will be reviewed at least once every 3 years.

Next review by: November 2026